UNIVERSITÀ DEGLI STUDI DI BARI ALDO MORO

DIPARTIMENTO DI SCIENZE POLITICHE

General information	
Academic subject	**English Language and Translation**
Degree course	*Social Sciences and Social Work (L-39)*
Academic Year	2nd
European Credit Transfer and Accumulation System (ECTS)	7
Language	English
Academic calendar (starting and ending date)	2nd semester: February – June 2022
Attendance	Strongly recommended

Professor/ Lecturer	
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Department and address	Corso Italia, 23 4th floor, room 27 70126 Bari Italy
Virtual headquarters	*Microsoft Teams Code:* zmza6p7
Tutoring (time and day)	Tuesday 11:30 am-1:30 pm (both online and in presence by appointment)

Syllabus	
Learning Objectives	*Knowledge and understanding* At the end of the course, students will be able to understand the geopolitical reality of Great Britain, the United States and Australia that they will have to compare with the Italian one and with the European and international context, in relation to current issues. *Applying knowledge and understanding* Students will become familiar with the grammatical and morpho-syntactic structures of the English language. Students will be able to identify linguistic patterns in relatively complex texts and official documents. *Making informed judgements and choices* Students will be invited to present their opinions and ideas through regular brainstorming sessions around the topics under study, starting from the texts that give shape to the course's teaching material. *Communicating knowledge and understanding* Students will be able to orally return the information acquired

	through critical reading and analysis of the texts covered by the course program. Students will have awareness of both the content and linguistic aspects of the texts, through the knowledge of grammatical and syntactic structures learned during the course. *Learning skills* Students will be able to learn the information contained in the texts in English, as well as to identify the main information. By listening to audio and watching videos, the course also aims to allow students to learn British, American and Australian pronunciation and to compare their varieties for a transversal and global understanding of the different accents
Course prerequisites	A minimum B1 level of English is required.
Contents	The course program is divided into two parts: 1. The study of English grammar will be functional and multi-modal on the aspects of the use of language to achieve full understanding of complex texts. The approach to the grammar of Language 2 is systemic-functional, through the grounding of rules in examples taken from texts at various levels of complexity such as articles, blogs, and official speeches. 2. The course also aims at understanding the specialized language through the guided analysis of texts on the Welfare state narratives and discourses in Great Britain, the United States and Australia. Classroom activities aim to develop linguistic awareness and analytical and critical skills: students are responsible for creating a portfolio through a variety of textual sources such as institutional documents, commentaries, news, as well as testimonials and reports from which to draw practical and information that us functional to the spoken language. The approach to texts is comparative to evaluate the different linguistic functions: cohesion, representation, expressiveness and variety of meaning in terms of welfare. The texts are mainly taken from national archives (Australian, British and US) such as https://www.nationalarchives.gov.uk and parallels. The texts under scrutiny deal with the same themes and are analyzed in a synchronic way to facilitate the comparison between the three welfare systems and relate them to the current European and International context.
Books and bibliography	**Milizia D**. Phraseology in Political Discourse. A corpus linguistics approach in the classroom. Milano: LED Edizioni, 2012. **Della Gatta, M.** "Who are whe: Brexit, the EU and European Identity" in La Nuova Europa, Cacucci, 2020. **Carter R., McCarthy M., Mark G., O'Keeffe A.** English Grammar Today. An A-Z of Spoken and Written Grammar. Cambridge: Cambridge University Press. 2011.

	Murphy R., English Grammar in Use. Third edition. Cambridge: Cambridge University Press. 2011. Carter R. & Goddard A. How to Analyse Texts: A toolkit for students of English, London: Routledge, 2016. Wilson J., Thomson J. & McMahon A. The Australian Welfare State: Key Documents and Themes. South Melbourne: Macmillan Education Australia, 1996.
Additional materials	Course materials will be regularly uploaded onto the course platform. Topics and reading list will be available during the course.

Work schedule			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
Hours			
175	56		119
ECTS			
7			
Teaching strategy	Lecturers, In-group discussions, Debates, guided quizzes, Cooperative learning, Problem Solving. The lectures (in presence or online or in mixed mode according to the the epidemiological and public-health situation) will be interactive between the teacher and the students, in order to improve reading and note-making skills.		
Expected learning outcomes			
Knowledge and understanding on:	*Knowledge and understanding* The candidate must demonstrate that he has learned the linguistic value and the required level of the English language, equivalent to B2 according to the Common Framework of Reference for Languages. The understanding of the grammatical and syntactic structures in the texts being analyzed is fundamental for the assessment.		
Applying knowledge and understanding on:	*Knowledge and understanding skills applied* The candidate must be able to read and rework the texts examined during the course, demonstrating both a structural and sense understanding of language 2.		
Soft skills	*Making judgements* The candidate can connect concepts for expressing relevant points		

of the literature. They can briefly give reasons and explanations in a sustained way.

Communicative skills
The candidate will be able to clearly present their point of view regarding the topics and problems faced during the lessons. The candidate must demonstrate critical thinking skills in the discussion of the topics covered.

Learning skills
Learning and elaboration of the fundamental concepts as well and analytical and critical thinking skills.

Assessment and feedback	
Methods of assessment	Written test and Oral exam
Evaluation criteria	The correctness of the display, the fluency, the methodological rigor as well as the pronunciation and intonation contribute to the final evaluation.
Criteria for assessment and attribution of the final mark	The final mark is calculated by means of the total written exam (40%) and oral exam (60% of the overall mark).
Additional information	
	Mid-term evaluation tests may take place throughout the course.